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Teaching Practices on Super Skills among Public Junior High School Teachers

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Abstract — This study examined teaching practices in super skills among public junior high school teachers, focusing on creativity, critical thinking, communication, and collaboration as essential competencies aligned with 21st-century education. It also examined whether demographic profile variables, such as age, sex, educational attainment, teaching experience, training, and attitude toward teaching, were significantly related to these super skills. Using a survey checklist of a descriptive research design for 70 junior high school MAPEH teacher-respondents from the 23 Urdaneta City Division secondary schools. Based on the findings, it is concluded that while MAPEH teachers exhibit strong teaching super skills, there is still a need to further strengthen critical thinking, communication, and collaboration, particularly in reflective practice, feedback provision, conflict management, and student-centered interaction. Moreover, there is no significant relationship between the teaching practices and super skills across their profile variables.

Furthermore, it is recommended that teachers continuously enhance these competencies through reflective and inquiry-based practices. School administrators should provide consistent and relevant training programs, mentoring, and instructional support systems. Moreover, policymakers are encouraged to design more practical, needs-based professional development programs.

Keywords: Teaching super skills, MAPEH teachers, public junior high school, creativity, critical thinking, communication, collaboration, professional development, 21st-century super skills.

I. INTRODUCTION

The 21st century has brought major changes in society, the economy, and technology, which means we need a new approach to education. Traditional teaching methods, such as memorization and teacher-led classes, are not enough to prepare students for today's challenges. There is a growing need for learners to have not only good grades but also important 21st-century super skills. According to Fullan, Quinn, and McEachen (2018), super skills are core, transferable competencies that go beyond subject knowledge or technical skills. They are sometimes called 21st-century skills, soft skills, or global competencies, and are considered essential for both teachers and students to succeed in a complex, rapidly changing world. As we move toward 2025, it is clear that we need to support teachers in developing these skills in students. The rise of artificial intelligence, changes in the job market, and lessons learned from the pandemic highlight the importance of focusing on super skills. These include creativity, critical thinking, communication, collaboration, character, and citizenship (Fullan & Langworthy, 2022). These skills are now seen as essential for helping students navigate a fast-changing future.

They are not just there to deliver content; they also serve as mentors and role models, supporting the development of important skills that go beyond textbook material. Integrating super skills into teaching means shifting from traditional methods to more student-centered approaches that promote active, hands-on learning. Educators need to prepare students not only to memorize information but also to solve real-world problems, work in teams, and adapt to new situations. Similarly, John Hattie (2009) emphasized that teachers are among the most significant influences on student achievement, particularly through effective instructional strategies, feedback, and classroom engagement. It suggests that teaching practices such as questioning, scaffolding, group activities, and formative assessment are essential in developing learners' Super Skills. Research shows that intentionally teaching these skills is central to preparing students for lifelong learning and societal participation, rather than focusing solely on rote academic outcomes (Widodo & Wardani, 2020; Bulkis et al., 2025).

The Department of Education (2019) emphasizes that teachers must apply learner-centered strategies to ensure quality, inclusive education. These competencies are especially important for MAPEH teachers, who teach subjects that require both cognitive and performance-based

instruction. MAPEH (Music, Arts, Physical Education, and Health) is a key subject that helps students develop essential skills. Through music and the arts, students enhance creativity and self-expression. Physical education teaches teamwork, discipline, and perseverance, while health education promotes critical thinking and sound decision-making. These skills are essential for today's world (UNESCO, 2020). The curriculum emphasizes real-world assessments, hands-on learning, and skills-focused instruction, especially in performance subjects such as MAPEH. These changes align with earlier guidelines that require teachers to foster 21st-century skills in students (DepEd Order No. 08, 2015, and the Philippine Professional Standards for Teachers). However, for MAPEH to effectively teach these skills, teachers need to be well-equipped and committed to teaching them thoughtfully (Pascual, 2023).

Teacher preparation and professional development are also critical. Educators need strategies, tools, and frameworks to effectively foster these skills. Systematic literature reviews indicate that professional development focused on super skills pedagogy, technology integration, and assessment practices increases teacher confidence and competence in facilitating super skills in diverse classrooms (Almazroa et al., 2023). As Cynthia Scott (2023) stated, 21st-century teaching practices must focus on transformative pedagogy, where teachers act as facilitators rather than mere information providers. This approach allows learners to actively construct knowledge through collaboration and real-life application, which is essential in developing Super Skills.

The MATATAG Curriculum, introduced by the Department of Education in 2023, focuses on foundational skills, reduces overwhelming content, and encourages “Matatag na Kakayahan" (resilient competencies) in line with global standards. In line with the Department of Education's instructional design framework, the MATATAG Curriculum emphasizes 21st-century learning principles and the super skills of creativity, critical thinking, communication, and collaboration.

a. Creativity

Creativity is widely recognized as a core component of 21st-century Super Skills, along with critical thinking, communication, and collaboration. In education, creativity is no longer viewed as an innate talent but as a skill that can be developed through intentional teaching

practices. The study highlights the important role of MAPEH teachers in developing the whole person. According to Otrera (2020), MAPEH helps students grow not only physically but also creatively and emotionally, as teachers use arts and music activities to allow students to express themselves. In addition, Lucas and Spencer (2021) examined teaching practices that foster creativity in classroom settings. They found that teachers who use project-based learning, inquiry-based instruction, and collaborative tasks help learners develop creative confidence and originality. Their study emphasizes that creativity can be intentionally taught and developed through well-designed instructional strategies. Similarly, Davies et al. (2020) emphasized that creative teaching strategies such as brainstorming, role-playing, and project-based learning significantly improve students' engagement and creative output. Their findings suggest that creativity is best developed in classrooms where teachers actively promote participation and idea generation. Furthermore, a study of Flores et. al. (2020) emphasized that teachers who demonstrate creativity and critical thinking in their instructional practices are more likely to foster active learning and student participation, which are essential for developing Super Skills.

These ideas show that MAPEH teachers need to develop and strengthen the teaching practices that cultivate super skills, such as creativity, to improve the quality of teaching and learning.

b. Critical Thinking

Reciña (2025) conducted a scoping review, which revealed that inquiry-based learning and problem-solving tasks in MAPEH effectively foster students' critical thinking skills, particularly among junior high school learners. Similarly, Bontuyan (2024), in a study on the integration of "super skills" in selected schools in Parañaque, found that critical thinking was consistently developed in health and physical education lessons through reflective discussions on wellness, safety, and personal decision-making. These studies collectively support the study by highlighting the importance of instructional strategies such as inquiry-based learning, problem-solving activities, and reflective discussions in developing learners' higher-order thinking skills. Similarly, John Hattie (2023) explained that teachers significantly influence students' higher-order thinking through visible learning practices such as feedback, questioning techniques, collaborative learning,

and metacognitive strategies. Hattie emphasized that effective teachers do not merely transmit information but instead guide students in evaluating ideas, making connections, and reflecting on their own thinking processes. Teachers who adjust instructional approaches based on students' readiness levels, interests, and learning profiles provide more opportunities for learners to engage deeply in classroom discussions and analytical activities. It suggests that effective teaching practices are essential in developing students' higher-order thinking skills. These practices help learners strengthen critical thinking and independent reasoning skills. It implies that MAPEH teachers play a crucial role in embedding "super skills" within their teaching practices, particularly critical thinking, which is essential for students' holistic development and real-life application of knowledge.

c. Communication

Communication is a core 21st-century skill developed through interactive, technology-supported instruction, in which both teachers and students engage in meaningful exchanges of ideas (Gonzales, 2020). Bagtong (2025) emphasized that communication in MAPEH is further developed through collaborative performances and peer feedback, which help learners express and articulate their ideas more effectively. Supporting this, Quiño and Corpuz (2021) reported that teachers demonstrate self-efficacy in teaching communication skills through interactive and participatory methods. However, challenges such as limited training and instructional constraints may affect the consistent implementation of these strategies. Furthermore, Zamora and Zamora (2020) emphasized that communication skills are among the most highly developed competencies in teacher education graduates, particularly when supported by learner-centered and experiential teaching approaches. Additionally, Lucas and Spina (2020) argued that communication skills should be explicitly taught and assessed in classrooms. They suggested that strategies such as structured talk, peer feedback, and reflective discussion are essential in developing learners' confidence and clarity in expressing ideas.

d. Collaboration

As implied by Bontuyan (2024), collaboration is a central super skill in MAPEH education, most manifest in group dance and music activities where coordination, creativity, and mutual support are essential. According to Chen (2021), teachers who implement collaborative and inquiry-based teaching practices create more opportunities for learners to develop communication and critical thinking skills. The study further revealed that guided discovery learning and classroom interaction significantly enhance student engagement and the development of 21st-century skills such as collaboration and problem-solving. Likewise, Pietarinen, Palonen, and Vauras (2021) highlighted the importance of teacher support in collaborative inquiry learning environments. Their findings revealed that teachers who actively guide and scaffold student learning promote higher levels of engagement, collaboration, and knowledge construction among learners. It reinforces the idea that effective teaching practices are essential in facilitating meaningful student interaction. Likewise, Pietarinen, Palonen, and Vauras (2021) highlighted the importance of teacher support in collaborative inquiry learning environments. Their findings revealed that teachers who actively guide and scaffold student learning promote higher levels of engagement, collaboration, and knowledge construction among learners. It reinforces the idea that effective teaching practices are essential in facilitating meaningful student interaction. Together, these findings suggest that collaborative teaching practices and peer learning strategies play a vital role in developing both teacher expertise and student outcomes in MAPEH.

Literature Review

This study, entitled “Teaching Practices on Super Skills among Public Junior High School Teachers,” is anchored in Contemporary Educational Theories, OECD Learning Framework 2030, and Deeper Learning Theory.

The Contemporary Educational Theories explain how teachers design and implement instructional practices to develop learners’ Super Skills, namely creativity, critical thinking, communication, and collaboration. These theories emphasize the central role of teachers in facilitating meaningful

learning experiences through effective pedagogy, appropriate use of technology, feedback, and collaborative learning strategies.

These competencies include creating new value (creativity), reconciling dilemmas (critical thinking), and taking responsibility (communication and collaboration). The framework explains that teachers must adopt instructional practices that encourage students to work collaboratively, communicate effectively, and engage in reflective and analytical thinking within authentic learning contexts.

Furthermore, the study is anchored on the Deeper Learning Theory developed by Michael Fullan and Maria Langworthy (2016), which emphasizes that learning must go beyond surface-level knowledge to develop deep competencies. Deeper learning focuses on the 6Cs—character, citizenship, collaboration, communication, creativity, and critical thinking. In this theory, teachers are seen as designers of learning experiences that encourage students to think deeply, collaborate effectively, communicate ideas clearly, and apply knowledge in real-life situations.

Overall, these theories collectively explain that teachers' teaching practices are central in developing super skills among learners. They emphasize that public junior high school teachers must adopt learner-centered, interactive, and collaborative instructional approaches to effectively develop creativity, critical thinking, communication, and collaboration in the 21st-century classroom.

Statement of the Problem

This study will seek to determine the teaching practices on super skills among Public Junior High School MAPEH Teachers in the Urdaneta City Division during the school year 2025-2026. The challenges and opportunities they perceive for enhancing instruction and improving the Assessment in Teaching Super Skills in the MAPEH subject.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:

    a. age;

    b. sex;

    c. highest educational attainment;

    d. number of years in teaching;

    e. number of relevant trainings; and

    f. attitude towards teaching?

2. What is the level of teaching practices on Super Skills among Public Junior High School MAPEH Teachers in terms of:

    a. creativity;

    b. critical thinking;

    c. communication, and

    d. collaboration?

3. Is there a significant relationship between the teaching practices on super skills of the respondents across their profile variables?

4. What measures may be proposed to address the salient findings of the study?

II. METHODOLOGY

This chapter explains the methods used in the study entitled “Teaching Practices on Super Skills among Public Junior High School Teachers”. It is based on the study’s four problems: (1)

the profile of the teachers, (2) their level of teaching practice on Super Skills, (3) the relationship between their profile and teaching practices on Super Skills, and (4) proposes measures to address the salient findings of the study. Specifically, this study discusses the study's research design and strategy, population and locale, data collection instruments, data collection procedure, and statistical treatment.

Research Design and Strategy

This study employed a descriptive research survey checklist. The descriptive approach is most appropriate because the primary goal of the research is to assess and describe the level to which public junior high school MAPEH teachers demonstrate competence in teaching Super Skills: creativity, critical thinking, communication, and collaboration.

The study used a survey as its primary data collection method. A structured questionnaire will be developed and validated to measure the teaching practices on super skills among public junior high school MAPEH Teachers. The questionnaire will include four-point scale items designed to determine the extent of teaching practices on super skills among Public Junior High School Teachers' teaching of super skills in MAPEH in terms of creativity, critical thinking, communication, and collaboration. The survey will be distributed in either printed or online form, depending on the respondents' accessibility and convenience.

To further determine differences or variations in responses across demographic variables (e.g., years of service, highest educational attainment, training attended), inferential statistics such as t-tests may also be applied.

This design and strategy ultimately yielded useful information that may guide future policies, professional development, and instructional strategies.

Population and Locale of the Study

The study provides a detailed focus on the respondents, who were 70 Public Junior High School MAPEH teachers currently teaching under the MATATAG Curriculum in the Urdaneta City Schools Division for the school year 2025-2026. These teachers are directly responsible for integrating Super Skills into classroom instruction, making them the most relevant respondents for assessing Super Skills in terms of creativity, critical thinking, communication, and collaboration.

The study was conducted with public junior high school teachers in the Urdaneta City Division who teach MAPEH. The schools in Urdaneta City Division were chosen because they implement the K to 10 MATATAG Curriculum and employ MAPEH teachers who actively teach Music, Arts, Physical Education, and Health at the junior high school level, particularly Grades 7 and 8. The respondents were selected through purposive sampling, ensuring that only MAPEH teachers who handle Grades 7 and 8 classes were included. It is to ensure that the assessment reflects the competencies of teachers who have direct experience in implementing the MATATAG Curriculum alongside the Super Skills.

Data Gathering Tool

The main tool used in this study is a researcher-made questionnaire designed to determine the teaching practices on super skills among public junior high school MAPEH teachers. The questionnaire is based on the Statement of the Problem, so each part matches the specific questions of the study.

The first part corresponds to the teachers' profile. It includes age, sex, highest educational attainment, number of years in teaching, number of relevant trainings, and attitude toward teaching. It helps describe the respondents and understand their background.

The second part focuses on the level of teaching practices on super skills among public junior high school teachers. It measures creativity, critical thinking, communication, and collaboration. These show how teachers apply important 21st-century super skills in teaching.

The third part examines whether there is a relationship between teachers' profiles and their teaching practices in Super Skills. It helps determine if personal and professional factors affect teaching performance.

To ensure validity, the instrument was reviewed by three education experts knowledgeable in research and test development. Their feedback helps improve the questionnaire. This instrument is designed to gather accurate, useful data on teaching practices in Super Skills in MAPEH.

Data Gathering Procedure

The research instrument is designed to gather data on respondents' profiles, including age, sex, highest educational attainment, years of teaching experience, number of relevant training sessions, and attitude towards teaching. This information is essential in understanding the background characteristics of Junior High School MAPEH teachers and how these may relate to their level of assessment in teaching super skills.

It also measures teaching practices in super skills among public junior high school teachers, specifically in creativity, critical thinking, communication, and collaboration. This section provides data on how these super skills are demonstrated in classroom instruction.

In addition, the instrument examines possible relationships between teachers' profiles and their teaching of super skills, which helps determine whether personal and professional factors influence teaching effectiveness in MAPEH.

To ensure validity, the instrument was reviewed by three education experts knowledgeable in research and test development. Their feedback will help improve the questionnaire.

To demonstrate the reliability of the questionnaires, a pilot test was conducted at a secondary school in Pangasinan II. It involved administering the questionnaire to MAPEH Grade 7 & 8 teachers, who provided valuable feedback on clarity and structure. It analyzed the responses for consistency, using reliability coefficients to measure internal consistency. While some sections showed high reliability, others revealed ambiguities, prompting necessary revisions. By addressing

these issues, the questionnaire's effectiveness was enhanced, ensuring it would yield valid data for our study. This pilot test reinforced the importance of thorough preparation in educational research methodologies.

This instrument is designed to gather accurate, useful data on teaching practices in Super Skills among public junior high school teachers and to ensure that all variables in the study are properly measured.

III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets data to answer the research problems. Data were presented using tables to facilitate understanding of the discussion of the problem in Chapter 1.

A pilot test was conducted to assess the reliability and ease of understanding of the research questionnaire before the actual study. The results showed that the instrument was generally acceptable and suitable for data collection. Respondents understood and answered the items properly. However, some statements may still need revision or improvement to make the questionnaire more consistent and reliable. To complete, the pilot testing helped ensure that the research instrument was appropriate for the study and ready for final administration after minor modifications.

TABLE 1
DISTRIBUTION OF THE PROFILE OF THE RESPONDENTS: JUNIOR HIGH SCHOOL TEACHERS TEACHING MAPEH

Variables	Indicators	f	%
Age	20-29 yrs old	21	30.0
	30-39 yrs old	41	58.6
	40 yrs old and above	8	11.4
Sex	Male	31	44.3
	Female	39	55.7
Highest Educational Attainment	without MA Units	5	7.1
	with MA/MS/MED Units	44	62.9
	MA/MS/MED Graduates	17	24.3
	with EdD./Ph.D./DPA Units	3	4.3
	Ed.D./Ph.D./DPA Graduate	1	1.4
	Others, please specify _		
Number of years teaching MAPEH subjects	5 years and below	29	41.4
	6-10 years	33	47.1
	11-15 years	6	8.6
	16 years and above	2	2.9
Number of training sessions and seminars attended related to teaching MAPEH.			
SCHOOL	3 and Below	33	47.1
	4 - 6	16	22.9
	7 and above	21	30.0
DISTRICT/CLUSTER	3 and Below	28	40.0
	4 - 6	23	32.9
	7 and above	19	27.2
DIVISION	3 and Below	40	57.1
	4 - 6	20	28.6

	7 and above	10	14.3
REGIONAL	3 and Below	36	51.4
	4 - 6	16	22.9
	7 and above	18	25.7
NATIONAL	3 and Below	58	82.9
	4 - 6	9	12.9
	7 and above	3	4.3
INTERNATIONAL	3 and Below	69	98.6
	4 - 6	1	1.4
	7 and above	0	0
Attitudes toward teaching MAPEH	Enthusiastic	32	45.7
	Creative	26	37.1
	Supportive	11	15.7
	Indifferent	0	0
	Unmotivated	1	1.4
	Impatient	0	0

Demographic Profile

Profile of the Respondents – Junior High School Teachers Teaching MAPEH

Table 2 presents the profile of Junior High School teachers teaching MAPEH, comprising 70 respondents. It means that each variable's total frequency count is 70, and the percentages within each category sum to 100%. Each variable is ranked by frequency from highest to lowest.

Age. It reveals that in terms of age, the highest number of respondents belonged to the 30–39 years old bracket with 41 or 58.6%, followed by 20–29 years old with 21 or 30.0%, and the least number of respondents belonged to 40 years old and above with 8 or 11.4%. It showed that most MAPEH teachers are aged 30 to 39, indicating they are in their mid-career stage. It suggests that they already have sufficient teaching experience and maturity but remain energetic enough to

handle MAPEH's active and demanding nature. Teachers in this age bracket often demonstrate a balance of experience and enthusiasm, which is essential for effective teaching, particularly in subjects requiring active and creative engagement, such as MAPEH (Keller et al., 2018)

Sex. It shows that most respondents were female teachers (39, 55.7%), while male teachers accounted for 31 (44.3%). It indicates that, similar to many other teaching fields, the teaching of MAPEH is still dominated by female teachers. This finding is consistent with national and international data showing that teacher education programs are predominantly composed of female students, which contributes to the high proportion of female teachers in the basic education system (UP CIDS, n.d.; Bongco & Abenes, 2019; UNESCO, 2023). The presence of both male and female teachers in MAPEH is important because it provides a balanced role model for students in physical education, arts, music, and health.

TABLE 2
TEACHING PRACTICES ON SUPER SKILLS AMONG PUBLIC JUNIOR HIGH SCHOOL TEACHERS IN TERMS OF CREATIVITY

Indicators	WM	Descriptive Equivalent
I design activities that promote original students' artistic expressions.	3.63	E
I use technology to enhance creativity in my lessons.	3.74	VE
I create a classroom environment that encourages creative participation.	3.73	VE
I apply varied strategies that foster innovation in MAPEH lessons.	3.66	VE
I use localized and contextualized examples creatively.	3.43	E
I provided open-ended tasks that develop creative thinking across MAPEH.	3.76	VE
I demonstrate creative approaches during instructions.	3.66	VE
I used creative thinking to solve teaching challenges.	3.44	E
I encourage students to explore and take creative risks	3.53	E
I seek ways to improve my creative teaching practices.	3.83	VE
Total Weighted Mean	**3.65**	**VE**

The findings reveal that public junior high school MAPEH teachers demonstrate a **high level of creativity in teaching**, with an overall weighted mean of **3.64,** interpreted as **Very Extensive (VE).** It indicates that teachers consistently integrate creative approaches in lesson planning, instructional delivery, and classroom activities. Creativity, as a 21st-century super skill, is essential in MAPEH because it enhances student engagement, artistic expression, and innovation in performance-based learning.

The highest-rated indicators are *seeking ways to improve creative teaching practices* (WM = 3.83, VE), followed by *providing open-ended tasks that develop creative thinking* (WM = 3.76, VE), and *using technology to enhance creativity* (WM = 3.74, VE). These results suggest that teachers are highly proactive in improving their instructional strategies and promoting learner-centered, exploratory activities. Research emphasizes that teachers who continuously refine their creative practices significantly improve students' problem-solving skills and engagement (OECD, 2021; Beghetto, 2020).

TABLE 3
RELATIONSHIP BETWEEN THE TEACHING PRACTICES ON SUPER SKILLS OF RESPONDENTS' ACROSS THEIR PROFILE VARIABLES

Profile	Creativity		Critical Thinking		Communication		Collaboration	
	R-value	Sig.	R-value	Sig.	R-value	Sig.	R-value	Sig.
1) Age	-0.118	0.329	0	1	-0.034	0.78	-0.102	0.4
2) Sex	-0.017	0.889	0.078	0.524	0.126	0.298	-0.136	0.262
3) Highest Educational Attainment	-0.069	0.572	0.076	0.532	**.263***	**0.028**	0.111	0.359
4) Number of years in teaching	-0.024	0.841	-0.052	0.667	-0.025	0.84	-0.052	0.671
5) Number of trainings/seminars								

a. School-based	**-.247***	**0.039**	**-.300***	**0.012**	**-.407****	**0**	**-.296***	**0.013**
b. District	0.195	0.105	**.316****	**0.008**	0.182	0.131	0.172	0.154
c. Division	-0.174	0.149	-0.151	0.212	-0.212	0.078	-0.189	0.117
d. Regional	-0.118	0.329	-0.177	0.143	**-.265***	**0.026**	-0.114	0.346
e. International	-0.152	0.211	**-.325****	**0.006**	-0.145	0.233	-0.129	0.286
6) Attitudes toward teaching MAPEH	-0.031	0.8	-0.067	0.582	-0.218	0.07	-0.035	0.772

Table 3 – "Relationship Between the Assessment of the Respondents' Teaching in Super Skills Across their Profile Variables" shows the significant relationships between the four teaching super skills (Creativity, Critical Thinking, Communication, and Collaboration) and the teachers' profile variables using Pearson *r* correlation coefficients and their corresponding significance values (Sig.). The test is set at the 0.05 level of significance, where a Sig. $\leq$ 0.05 indicates a significant relationship and Sig. > 0.05 indicates no significant relationship.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions are drawn:

The Public Junior High School MAPEH teachers are generally in their mid-career stage, predominantly female, well-educated, experienced, and have positive attitudes toward teaching. However, their exposure to higher-level professional development programs is limited.

The teachers demonstrate a high level of teaching super skills in creativity, critical thinking, communication, and collaboration, with creativity emerging as their strongest competency. It indicates that MAPEH teachers are capable of delivering engaging, innovative, and learner-centered instruction.

The overall teaching super skills of MAPEH teachers are generally not influenced by demographic profile variables such as age, sex, educational attainment, teaching

experience, and attitude toward teaching. It suggests that these factors do not significantly determine instructional competence.

Training and professional development play a significant role in enhancing teaching skills. Teachers who engage in more relevant, structured training programs tend to perform better in critical thinking and overall teaching effectiveness. There is a need to strengthen further critical thinking, communication, and collaboration skills, particularly in reflective practice, feedback provision, conflict management, and student-centered interaction. Based on the findings and conclusions of the study, the following recommendations are hereby offered: Teachers are encouraged to continue improving their teaching practices on super skills, especially in critical thinking, communication, and collaboration. They should practice reflective teaching, refine their feedback strategies, and use student-centered, inquiry-based methods to enhance learning. School administrators should also provide regular training programs focused on 21st-century skills and strengthen support systems, such as mentoring, collaborative lesson planning, and instructional coaching.

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